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group religions to the church as a social organization. The evolution of morality is pictured as beginning with the "taboo" as a necessary element in group life. Discrimination and compromise, protest against group domination, and world-wide humanitarianism are then given as successive stages in moral development. The closing paragraphs are devoted to a statement of the great social problem, namely, the adjustment of individual and social interests, and the part that altruism, intelligence, and the church must have in the solution of the problem.

Each chapter is followed by a liberal list of "Questions for Discussion," "Topics for Special Report," and "References." The references given deal with advanced material, and, should they be given to high-school students, would necessitate careful direction and guidance in order to insure comprehension. A few references have definite pages given. The book has sixteen full-page illustrations and is indexed.

The text could be made richer by further use of concrete, illustrative material, and by more liberal use of definite page references to, and directions for, getting such material.

The arrangement of the chapters may not meet with universal approval. In such case it will not endanger continuity of treatment for the teacher to change the order to suit his or her individual views. The book is a valuable outline for a course in social problems provided the teacher has or can get the viewpoint and background, and has the supplementary material to enrich, illustrate, and clarify the statements of general principles.

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ARNOLD LAU

HART, JOSEPH KINMONT. *Democracy in Education. A Social Interpretation of the History of Education.* New York: Century Co., 1918. Pp. ix+418.

The present is witnessing the rise of an acute awareness that education in a democracy is still a problem. This intensified consciousness of the problematical nature of education is spreading and infecting all peoples who are at this juncture in human affairs renewing their allegiance to democratic hopes and ideals. We are at the beginning or in the midst of all kinds of efforts to analyze the problem and to investigate the conditions of its progressive solution. Any effort made which will shed light upon important phases of this outstanding problem of democratic civilization naturally constitutes an essential element in that most youthful among scientific efforts, the science of education.

Democracy in Education is, as its subtitle indicates, "a social interpretation of the history of education." It is a somewhat dramatic presentation

of the history of education "so interpreted that the *actual gains* which democracy has made in the past, and the *lasting problems* which still face democracy, will stand out clearly in the consciousness of the democratic citizen, the one aspect of the subject for his cheer, the other to deepen his sense of responsibility." Whether the author achieves these results in the case of such as are profoundly in earnest about discovering how to make education perform its high office in a democracy in the state of becoming will depend upon the quantity and quality of critical intelligence which is brought to bear on the reading of this portrayal of the history of education. The nature of the writer's effort and the purpose of the undertaking are perhaps the most significant aspects of the work. Wherever these purposes have not been achieved adequately, others must contribute and carry on to more fruitful outcomes for educational planning and statesmanship. However, one who is at all familiar with the history of mankind will find the author's account to be a most illuminating and stimulating contribution to his thinking about, and understanding of, the problems which face us in the efforts to train and prepare youth for loyal and constructive participation in that kind of social life for which the world must be made a safe place.

To be sure, the book does not present an encyclopedic array of the *facts* of the history of education. It rather takes up a consideration of the various chief educational movements of the ages, looking at them as social experiments, noting the social and psychological conditions under which they were undertaken, and then takes the measure of the results achieved and how these results have conditioned the present status of educational striving. The work possesses the fine quality of a scientific attitude and method of procedure, therefore, it does not profess finality. It proceeds by stating what the situation was, the problem faced, what was proposed as solutions, how the solutions were applied and with what results—all done in the spirit of "see for yourself." There is an appendix containing references for each chapter (only two usually) which the student may consult for materials with which to assist himself in checking up.

Democracy in Education is to the history of education something like what Adams' *Civilization during the Middle Ages* is to the history of the Middle Ages. It is more, in that it attempts to bring the teachings of history to bear upon the definition and illumination of present uncertainties. Therefore, it should prove to be a most valuable book for use in courses in the history of education wherever that discipline has not foundered in the spiritless quagmire of fruitless academic subject matter

which students are required to flounder in, chart, or outline, learn, recite, and pass examinations on. Better still, perhaps, it forms a distinct contribution to the sociology of education because of its sociological and psychological treatment of historical materials pertinent to the analysis and understanding of present insistent problems in education.

It is the function of a review to condense and state succinctly the essence of the work reviewed, this review will necessarily not be true to type. The nature of the problem attacked in this book does not lend itself to summary treatment or statement. Moreover, the underlying thesis of the work is not of the kind that can be stated briefly and be sensed from a single reading of the brief. The value of the book will not be achieved or appropriated by merely knowing it and what it is about. It is dealing with a line of constructive thinking in which one must participate if he is to have the right to know about it. Hence, one needs to follow the line of treatment by the author if he is to form any intelligible opinion about the worth of such a thought-venture. It is very readable, and at points sets forth historical situations with crystalline clearness in an exalted style. It deals sympathetically, but fearlessly, with the past in the spirit of great hopes for the future.

If one is too timid to be scientific; if one is giving lip service only to the ideal of democracy and does not genuinely believe in the possibilities of science and democracy; if one desires only to *know about* the relation of the history of education to the historical unfoldment of democracy; if one is interested in merely improving or patching up our present educational machinery and attitudes, one need not spend the time to read this book. On the other hand, all those who are eager to prosecute well that initial task in a scientific venture of getting the problem at issue fruitfully defined and located cannot afford to deny themselves the suggestiveness and aid offered by this fresh, vigorous, and stimulating treatment of the history of education which in an incisive fashion clears away the historical irrelevancies and rubbish of antiquated materials, processes, and attitudes so that our present problems can be seen steadily and attacked with all the accumulating resources of scientific procedure, with reasonable justification for the hope that our co-operative efforts may yield a larger measure of those educational results which expanding democracy necessitates. Can history be made to yield at least a modicum of enlightenment for the present and future? Do experience and experiment and their results possess any significance for planning for the future? Or must each age commence *de novo*? Who is there who does not believe that man can learn from his experience

when it is interpreted? This book is a constructive attempt to realize in a field of great human endeavor whatever of capital the past has to offer.

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C. L. CLARKE

AYRES, MAY, WILLIAMS, JESSE F., and WOOD, THOMAS D. *Healthful Schools*. Houghton Mifflin Co., 1918. Pp. x+292. \$1.50.

This book represents an attempt to treat the question of school hygiene as a unified whole rather than as an unrelated group of individual topics bearing on the general subject. The authors have set forth what they feel a school administrator needs to know in order to safeguard the health of the children under his care.

In all, the book contains fourteen chapters on such subjects as: "Choosing the Schoolhouse Site," "The School Building," "Rooms in the School Building," "Classroom Equipment," "Lighting," "Water Supply," "Toilets," "Heating and Ventilation," "Protecting Schoolhouses from Fire," "Keeping the Schoolhouse Clean," "Medical Inspection," "Physical Training and Recreation," "Exceptional Children," and "School Feeding."

At the end of each chapter there are questions for study and discussion and selected references. These questions and references should prove helpful in case the book is used as a textbook. Furthermore, besides these pedagogical aids, there are throughout the book a number of excellent illustrations, diagrams, summaries, and sketches.

The volume is one of the most recent ones in the "Riverside Textbook Edition" edited by Professor Cubberley. It should prove useful as a textbook in school hygiene in colleges and normal schools, as well as furnish a basis for discussion by teachers, supervisors, and superintendents.

NOBLE, S. G. *Forty Years of the Public Schools in Mississippi with Special Reference to the Education of the Negro*. Teachers' College, Columbia University Contributions to Education, No. 94. New York: Teachers' College, Columbia University, 1918. Pp. iv+142.

In his dissertation Dr. Noble has made an effort to answer the following questions: "Do southern people believe that the Negro can and should be educated? What facilities have been provided for this purpose? Is the trend of public sentiment toward providing more adequate means for his education? Is the Negro child being discriminated against in the distribution of school funds? Does the progress of the race in the past fifty years justify the efforts that have been put forth to educate the Negro?"